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JUST HOW

AN AID

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WILLIAMS & ROGERS
READING CHART
TOOKE

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JUST HOW

SUGGESTIVE POINTS FOR THE TEACHER

TO BE USED WITH

A READING CHART

FOR

FIRST YEAR'S WORK

“The love of nature, and its nearness to it, is the glory of
childhood.”

BY

MARY E. TOOKE.

1896.

WILLIAMS & ROGERS,
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Introduction.



TO the teacher in the country school, or by the shady village green, or in the crowded room of the city building,

Greeting:

In bringing this work before you I hope to bring you something of pleasure, inspiration and enthusiasm.

That the chart will please the eye, both of teacher and children, I have no doubt. That it may inspire the teacher to higher excellence in her profession, is my earnest wish. That enthusiasm for nature study may lead to a genuine love for nature in all her beautiful and varied life, is largely the purpose of the chart.

Why should not the child's first acquaintance with reading lessons be directly associated with the things that closely touch its life in the natural world, wherein it finds its delight and freedom?

The blooming flower, the singing bird, the insect that flits from place to place, are dear companions all, that fill a large place in the child's world. Too long have we separated the outdoor life from the life within the school-room. Let us be thankful for the better, brighter way now open for the teacher of to-day.

Slowly, but surely, have we learned that all intellectual strength and moral power does not come through books.

That every teacher for whose use the chart is provided may find pleasure and positive benefit for herself and pupils, is the supreme wish of

THE AUTHOR.

General Directions.



Do not allow the chart to be handled promiscuously. Show your appreciation of beautiful things for the school-room by keeping them in as nice a condition as if they were private property.

Remember you are a model for each child in your care, for personal appearance, and habits of neatness and cleanliness.

Do not show pages of the chart until you are ready to present the lesson.

Prepare yourself thoroughly in advance of every lesson.

Do not commonize it by keeping one lesson too long before the pupils.

At the end of each day's lesson drop the sheets of the chart until the title page is outside. One of the leading features in the use of the kindergarten gifts and occupations is the withdrawal at a regular stated time, before the interest flags.

Enter into the spirit of each lesson with enthusiasm and be persevering in developing the child along the prescribed lines.

Enlarge upon each suggestion, and enrich with any local effects at hand.

Word Building and Phonic Drill.



The amount of word building given is necessarily limited. It is used more as a suggestion than a prescribed lesson. It is expected that every teacher from these beginnings will formulate groups of words independent of those given.

For distinct enunciation and correct pronunciation, nothing is better than the phonic drill. This is so generally understood and practiced by teachers of to-day, that only this brief mention is necessary. It is also a means of cultivating the ear to accuracy, and may be of excellent service in smoothing and softening qualities of voice. A daily drill should be an established factor.

SEPTEMBER.

SUMMER days have gone and early autumn is with us. The golden rod nods its yellow sprays along the highways, and clothes all wild ways of plain and valley in a glow of color.

Fruit trees drop their abundant largess from boughs bent low. The flower world revels in depths of color the summer never knew. Peace is upon the hills, and pleasantness fills all the charmed atmosphere.

Out on the fine September air is borne the sound of ringing bells. The doors of the school-house stand open wide, and troops of children pass along the streets. Free life in the open air is exchanged for the orderly quiet of the school-room.

The irksomeness of restraint after almost absolute freedom, must be remembered by the teacher who enters with keen sympathy into the lives of her pupils. Due allowance must be made for the restlessness and inattention of the first week. Never will patience and abundant cheerfulness stand you in better stead than during the time of this abrupt transition from happy out-of-door life to the restricted atmosphere of the ordinary school-room.

In every instance the first thing to be gained is the good will and affection of the pupils. How to do this successfully each teacher must determine for herself. From the first there must be genuine giving of self before one can hope for results along these lines. Nothing insincere or feigned is accepted by the child. Now, if never before, you are in the presence of intuitions, true as heaven itself.

Happy art thou, if by the various temperaments in your care thou art not found wanting.

LESSON I.

The lesson plan for September is to introduce the child to reading by means of the simplest things directly associated with the child's life, and appealing to the dominant senses.

You wish first to become well acquainted with the little ones entering school for the first time. Talking should precede reading. Win their confidence at the outset. Talk with the children about the outdoor life around them. Take special notice of the flowers now in bloom, prominent among them all will be the golden rod. From flowers lead to fruits, the kinds, and where grown, what they like, and why.

The aim is to quicken observation and develop correct expression, while strengthening general intelligence. Help them to see beauty in every simple thing around them. The color and fragrance of fruit and flower—beauty of form and outline as well.

At the beginning, talk with the little ones about the summer days just passed, the good times they had, the picnics, the swings, wading in the water, playing in the sand, and the games on the grass under the trees. Learn if anyone knows the name of the month. Take special notice of each child's reply.

Nothing promotes sociability like sharing

something with another. Have apples enough to give each child one. Tell of the growth of the apple through the summer days, beginning with the pink blossoms in May. Make it a simple, graphic story. Speak of its form, color and uses. Draw from them the statements in the lesson on the chart. Then show how the same thought is expressed in print. Teach them that talking is a means of expressing thought, that printing is another way.

Put a sentence on the blackboard in script—this is another way. Cut an apple in halves and show the seeds. The seeds are brown when the apple is ripe. Ask the children to bring apples for another day. Get new combinations of the same words in new sentences until they are familiar with general information about the apple. Use the blackboard freely, and when through with the lesson of the week, leave it and do not return to it.

The apple is chosen for the lesson because it is easy to procure, has the simplest form, and is generally liked by all children. It gratifies the sense of taste which asserts itself prominently at this age. September is the month of fruits, and the apple is a representative fruit.

LESSON II.

This lesson represents the outdoor life which the child resigns on entering the school-room. The pail and shovel perchance have been its dear companions by the sea shore or the lake side through summer days. If it has had only the pile of sand in its own yard, which some parents wisely provide, or the mason's heap of sand in the vicinity of some new building, the associations and suggestions of a good time will be none the less vivid.

The lesson indicates action and this always holds the attention. Children rarely weary of playing with shells. Plan for this lesson by having a talk on shells. No matter how simple a collection, it will be a beginning. Ask the children to bring them from home. Borrow some from any friend who will lend them. Small mixed packages may be had of any dealer in kindergarten supplies.

Talk of the creatures whose home was the shell,—of the living things in the bottom of the lake or ocean. Have a box of sand in the school-room to which the children may have free access at suitable times. You will find it invaluable in illustrating many stories and in laying a foundation for correct geography later. Imprinting patterns in sand with shells, and

pebbles is a pleasure enjoyed by all little ones. Allow the pupils to do the things suggested in the lesson, then develop the sentences from them accordingly.

LESSON III.

The sense of hearing is too often neglected in childhood. There are voices of nature peculiar to every season, but how many of us have the ear cultivated to distinguish the musical from the discordant?

In the hush of a late September day, when one feels the sure withdrawing of summer, it is well to call the attention of the children to the sounds of insect life, the whispering of the wind in the trees, and the varied sounds of industry. Simply ask them to listen and tell what they hear.

In the meadows and grassy by-ways the chirp of the cricket is heard like a pulse of nature. The quieting influence of this habit of learning from nature through the ear, as well as the eye is being more and more recognized.

Have them search for the cricket and watch his ways, finding all they can about him before the lesson is presented, and they will delight you with the expressions in printed and written sentences.

When cold weather comes the cricket loves the fire and is often found by the fireplace. Once a great author told a beautiful story of "The Cricket on the Hearth," and many people in all lands have enjoyed reading it.

Stories and poems about the cricket are found in several books for children, and follow the lesson appropriately.

REVIEW LESSON.

This may be amplified at the teacher's discretion bringing in sentences the children have given as well as those on the page. It is intended for a memory drill, of recognition of sentences unaided by the illustrations. Blackboard and slate work can be most successfully blended with this review.

SEPTEMBER.

The golden rod is yellow,
 The corn is turning brown;
 The trees in apple orchards
 With fruit are bending down.

The gentian's bluest fringes
 Are curling in the sun;
 In dusty pods the milkweed
 Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook,
And asters by the brook-side,
Make asters in the brook.

From dewy lanes at morning,
The grapes sweet odors rise;
At noon the roads all flutter
With yellow butterflies.

By all these lovely tokens
September days are here,
With summer's best of weather,
And autumn's best of cheer.

—H. H.

OCTOBER.

How beautiful is this month! Poems of color are all about us. Many a shrub is a burning bush, and pictures of wondrous beauty greet us on every hand.

What a feast for the eyes after the dull walls of the school-room with its blackboards and crayons. Why should not little children be taught that a generous portion of all this charm of nature is for them to enjoy and appreciate? that it belongs in their education as much as number or spelling? Teach them to understand that the beauty around them is a precious gift of the Father to make life gladder and happier,

and the influence of such teaching will be shown in gentle actions, and kindly ways.

Measure, if you can, the difference between reaching a child's best nature in this way, and molding its conduct toward the highest in character, or the *other* way that obtains obedience only by saying "Do this thing or that, *because I say so.*"

The maples fling down their crimson leaves at our feet. The winds are soft, while every hilltop is a blaze of color and every valley glows with light.

Your pupils bring handfuls of bright leaves for you to admire; gay bunches from the yellow beech, the rich maroon of the oak, and russet brown of many others. Fail not to receive their offerings with true courtesy. Direct their attention to the lovely merging of one season into another. Autumn comes with shortening days and gifts of color everywhere. Shadows grow long and deepen. There is a glory of color in the sunset the summer never knew.

LESSON I.

Children love colors and will be interested to find as many as they can in leaves and flowers. They will soon notice that red is found more

often among the maples than with other kinds of trees. Teach them to see the blending of color in the landscape with the autumn changes.

The bright leaves that are perfect in shape may be pressed and arranged for pretty decorations in the school-room.

The work of the leaf is not done. The rain loosens it from its stem, the wind whirls it about and drifts it down for a soft covering for the sleeping plant and waiting seed.

The thought of this lesson is so vivid, sentences will be easily developed from the pupils.

LESSON II.

One field lesson, and more if practicable, should be planned for the park or woods during this fair autumn month.

Birds are chirping together in flocks preparing to go to a warmer climate. Squirrels are busy gathering their store of food for the winter's feasting. The nut bearing trees are their harvest field. How delighted children are to watch them as they jump nimbly from tree top to treetop, and chatter in a sociable sort of way.

The chestnut leaves are rusty and the burs a deeper brown. How clear is the air, how perfect the stillness!

Collections of as many kinds of nuts as the locality affords will be of great value for morning talks, as well as leading up to the lesson of the chart. If they can see the squirrel among the trees they will not soon forget him, and will recognize the picture with much glee and be glad to talk about him.

Compare the different kinds of nuts until they know each kind at sight. The squirrels carry two nuts at a time. Do you know how?

LESSON III.

The purple haze is upon the hills. Fruits, save in the late apple orchards, are harvested. The sickle has done its work in the cornfields, and the shocks stand in regular rows, exposing to view the yellow pumpkins, hitherto hidden from our sight by the tall stalks of corn.

From the time the kernels are planted in early May, the story of the corn is full of interest. Its tall stalk with sword-like leaves, its strange flowers, and ear covered with flossy silk are ever a beautiful study. The nearest garden or farm will offer the opportunity of securing this for the lesson. The pupils may become well acquainted with it, and are then ready for the reading lesson.

THE SQUIRREL.

High on the branch of a walnut tree,
A bright-eyed squirrel sat;
What was he thinking so earnestly?
And what was he looking at?

The forest was green around him,
The sky all over his head;
His nest was in a hollow limb,
And his children snug in bed.

He was doing a problem o'er and o'er,
Busily thinking was he;
How many nuts for this winter's store,
Could he hide in the hollow tree?

He sat so still on the swaying bough,
You might have thought him asleep.
Oh, no; he was trying to reckon now,
The nuts the babies would eat.

Then suddenly he frisked about,
And down the tree he ran,
"The best way to do without a doubt,
Is to gather all I can."—*Selected.*

REVIEW.

The suggestions given for the previous month
are equally applicable for this.

NOVEMBER.

LESSON I.

Jack Frost has been among the flowers and leaves, and his crystal foot-prints have marked a pathway on the grass. There is only a hint of color here and there. The wind comes down from the north some morning and the air is chilly. The birds have gone to a warmer clime.

If you are in the country you will be surprised, perhaps, to hear the call of the wild geese as they fly over your head on their journey southward. Notice how faithfully they seem to obey directions as they follow the leader, keeping always in the form of a V.

If you have from day to day drawn the attention of the pupils to the flight of the birds and the reason for it, they will be on the alert to see and hear, and from their own observations will have much to tell. Facts about the life of the wild geese and other water fowl will be of service.

Games in which the children personate flying or hopping birds are hailed with delight, and aid in developing both ideality and imagination.

All of this will assist in preparing the active minds for the matter of the reading lesson.

LESSON II.

What pleasant recollections of country life this farm-yard scene suggests. To the child of the rural district its very familiarity will enhance its value. To others it will recall memories of happy days at grandpa's farm, when feeding the poultry was one of the good times to look forward to.

Froebel's plan for the ideal kindergarten was that children should have the care of domestic fowls and animals, and become familiar with their habits.

The gain to the child would be manifested in gentleness, kindness, and a wholesome respect for the rights of all creatures.

Conversation previous to seeing the picture, in regard to the turkey, its color, appearance, food, strength,—its manner of flying, its desire to roam at large, its service to us as an article of food, will with ready facility lead to the sentences of the lesson.

As in previous lessons, the pupils are to be encouraged to make sentences of their own, after becoming acquainted with those on the chart. This will lead to independence in the use of the script and develop original thought.

LESSON III.

Thanksgiving week is so short, holding as it does but the three school days, the full time will be needed for the little lesson in history, and the real purpose of Thanksgiving day.

Make all stories for your children as graphic as possible, using simple, concise language.

The story of the Mayflower coming from a foreign land, with its company of brave people who sought for their children a freedom they had never known, may be the beginning of history for the little ones. A description of home life as it existed then will show by contrast the many things we have to be thankful for in our own lives.

In the writer's own experience it has been found helpful and suggestive to ask the children to name all the things for which they are thankful on this Thanksgiving day. It gives a clue to the child's character oft-times, that might not be discovered otherwise.

Lead carefully the thoughts of the material things we are thankful for, to the higher, spiritual possessions, such as friendship of schoolmates, trust and confidence of grown-up friends, family affections, and the advantages of home and school in a free country.

REVIEW.

Emphasize the drill in the long and short sounds of the vowels indicated, increasing the list of words carefully.

WE THANK THEE.

For flowers that bloom about our feet ;
For tender grass,—so fresh, so sweet ;
For song of bird, and hum of bee ;
For all things fair we hear or see,
 Father in heaven, we thank Thee !

For blue of stream, and blue of sky ;
For pleasant shade of branches high ;
For fragrant air and cooling breeze ;
For beauty of the blooming trees,
 Father in heaven, we thank Thee !

For mother love, and father care ;
For brothers strong and sisters fair ;
For love at home and here each day ;
For guidance, lest we go astray,
 Father in heaven, we thank Thee !

—*Primary Selections.*

DECEMBER.

LESSON I.

It is the time of the north wind. We gather closely about the glowing fire. We put on our warmest wraps. We are careful to shut the outer doors closely.

The shepherd with his dog goes forth to bring the sheep in from the hills before the coming of the first snow storm.

How they recognize his protecting care and huddle closely. They follow his voice, and his dog is his faithful helper.

The wool of the sheep furnishes our warm woolen clothing, its flesh becomes our food, to give us strength to withstand the stress of winter's cold. What should we do for the creatures on which we so much depend?

A story of a lost sheep among the hills and the long search of the shepherd and his dog,—the rescue and return to the fold, may be told after the sentences of the lesson page have been developed. Familiar with the shepherd's life and work in the open air, how easy the transition of thought when we speak of the shepherd's part in the real Christmas story.

LESSON II.

The Christmas tree and its accessories, with all the festivities that are part of this season, now occupy the thoughts of all, both old and young. Why should not the little ones read of that which is uppermost in their minds?

Have a talk about the evergreens, get branches of the different kinds obtainable,—compare them, cedar with pine, for instance, hemlock with balsam. Where do they grow? Do they have flowers? Do they have fruit? Did you ever see it? From what country do we have the pretty custom of the Christmas tree? Ask the pupils to tell stories of their own Christmas trees or those they have seen. Let them truly hurrah for the Christmas tree with all their hearts, and picture on the blackboard such a tree as they would like to have. Tell Hans Anderson's story of "The Fir Tree."

LESSON III.

By the third week it is time for the real Christmas story, the most beautiful one of all.

It is of the shepherds watching their flocks by night, and guided by the star to the manger, where the world's best Christmas gift was found by the wise men who brought their gifts.

The song the angels sang is for us to-day. It is voiced by the bells in the steeple.

If we have the spirit of good-will we will not forget the lonely children, nor any less favored than ourselves. The blessedness of Christmas consists not in what we get, but what we give.

“God rest ye, little children ; let nothing you affright,
For Jesus Christ, your Saviour, was born this happy
night ;

Along the hills of Galilee the white flocks sleeping lay,
When Christ, the Child of Nazareth, was born on
Christmas day.”

JANUARY.

LESSON I.

After the holiday vacation pupils and teacher should return to school work refreshed, and ready to work at their best.

Pupils that entered at the beginning of the year should be able to name the days of the week, and the months up to this time.

They should have observed the shortening of days and lengthening of nights through December,—noticed the phases of winter weather, the absence of flowers and birds, and learned that winter is the rest time of the year.

Tell about the old year passing away, give the new date and introduce the New Year. Every day brings some new work for us to do. How shall we do it? A little better each day, kind things for others—be gentle, patient, and loving. This is to grow. The old year passes away. It can not come back to us. The new year is the little child knocking at the door to bring us new days and new months. When we do our work well, we are happiest.

LESSON II.

What a pleasure is the first snow storm! Perhaps it comes in the night and we waken to find a world new clothed in garments of white. Trees bend low beneath their weight. The gate posts are cushioned as if with softest velvet. Sleds are brought forth to try the new snow, warm mittens are in demand, and outdoor sports of winter begin for the children.

Share their glee and enter heartily into their enjoyment. Love the things they love, and you win a loyalty that stands every test.

Use the microscope and study the lovely star forms as the flakes fall on your dark garments. Notice how true and symmetrical they are to the pattern. Picture them on blackboard and

slate. Draw the outline forms on cardboard of a pale blue tint and sew with white sewing silk.

What does the snow do for the earth? for the plants? for the farmer? What can the west and north winds do with it? What will the south wind do with it? How do we travel through snow? Not all of this on one day, but a little each day leading up to the lesson.

“Where are the flowers? Don’t you know?
 Why Mother Nature long ago
 Tucked them up in their cunning beds,
 Pulled the blankets over their heads,
 And patting them down so snug and nice,
 Said, ‘Lie there, darlings, as still as mice,
 For when Spring comes back with sunny showers,
 I will waken my pretty flowers.
 So they’re all asleep, as fast as can be,
 With the snow spread over them, don’t you see?’”

LESSON III.

Sometimes on our way to school of a winter morning we notice some curious little tracks in the snow. We may follow them to the orchard, or to the edge of the woods and possibly get a sight of our friend the rabbit. How bravely he endures the cold! What a soft fur coat he wears. What long ears he has! He is quick to listen. He must be on the lookout for

enemies. He fears the hunter and the dog. What food will he find when the ground is covered with snow? He likes the tender bark of young trees. He is one of the gentlest creatures. Let him always find the children his friends. Develop the thoughts of the chart lesson by well chosen questions. What other animals wear fur? Are they tame or wild? The hare is cousin to the rabbit. Tell the story of "The Hare and the Tortoise."

FEBRUARY.

LESSON I.

Now that a flag is provided for every school building, only the most indifferent teacher will be unprepared to make the lesson of the flag an interesting one.

The simple story of the making of the first flag, the bravery of those who have ably defended it in times of danger, its use on Memorial Day and other days, are good for foundations of talk preparatory to this lesson of the flag.

The flag salute should be in every school, and its significance made plain to the youngest pupil. The foundations of good citizenship must be laid early.

LESSON II.**LINCOLN'S BIRTHDAY.**

Tell the story of his life without telling his name at first, beginning with childhood days on the frontier, the life in the wilderness, the hardships as compared with our comfortable homes. Describe the interior of the log house with its big fireplace that afforded the only light oft-times, for the boy hungry for learning, to study by.

There was the long walk to school for the brief time he attended. Dwell upon his kindness of heart, his defense of those needing help, or a kind word.

His desire for knowledge made him a wise man, strong to help others. The people loved him, and made him their President. He gave freedom to those in bondage. Say nothing of his tragic death to young children, let that be left until they are older. The value of a noble, upright character to the individual and to the world, will leave its impression indelibly.

LESSON III.**GEORGE WASHINGTON.**

Washington's birthday is now so generally observed that every teacher makes careful

preparation that it may not become hackneyed. Children may be allowed to tell all they know of him. Any false information heretofore gained by various sources may be corrected. Make a clear picture of the Virginian home, the boyhood days on the farm, his love of horses, his obedience to his mother, his skill as a soldier and the value of a great man to the nation, and to us, the people of to-day. "'Tis only noble to be good." We learn the secret of becoming great, if we do things every day in a kindly, noble way. Obedience, truthfulness, respect for the rights of others must become habits of mind and conduct.

The man who could wisely control himself was made a leader of many soldiers, and the ruler of the nation.

MARCH.

LESSON I.

The winter is loosening its hold. There is a hint of spring in the air. Out in the woods the farmer is tapping his maple trees and getting out the utensils for sugar making. Country children who are familiar with the process will be eager to tell what they know, and of their enjoyment in the sugar grove when they are

allowed to help. To city children it is almost unknown, unless they have been privileged to visit some sugar grove at the time of making.

Describe the process of sugar making in the early years of the country. Then rough troughs hewn from logs were used to catch the sap as it fell. The sap was boiled in a large iron kettle hung over a fire in the open space between trees. People thought of better ways and so the wooden bucket came in use and a house was built in the woods where the "boiling" was carried on. Now the wooden buckets are replaced by tin ones, easy to keep clean and lighter to handle.

Draw out the story of the tapping, gathering sap, boiling it in the large pan, and "sugaring off." If a grove can be visited it will be the best illustration.

The occupations of sewing, drawing, and modeling may be happily associated with this idea. By all means have the little cakes of sugar if possible, even though one or two cakes have to be divided among several children.

LESSON II.

Usually by the middle of March the buds on the trees take on an appearance they have not worn before through the winter.

The life of the new leaf stirs within. Some of the larger buds like the horse chestnut, have a waxy appearance. Ask the children to bring twigs from as many kinds of trees as they can reach.

Some of these may be placed in dishes of water by the windows to slowly unfold. The twigs of common fruit trees respond most readily to this. Others should be observed closely that we may learn to distinguish them before the leaves come. Notice the arrangement on stems, and any peculiar markings, or coloring of the bark. Watch for any changes that come as the buds unfold from week to week.

Be very painstaking in leading up to the thought put in sentences on the chart. Do not fail to make use of new sentences the children may give, using the same words in several combinations.

LESSON III.

The robin is the harbinger of spring. Young and old begin to listen for his song with the first balmy air that comes, borne on the south wind. None more joyous in saluting him than the children. One will tell of seeing him in the orchard, another in the top of the elm at sunset, and still another has not seen him but has surely heard him singing.

Sometimes a belated storm arrives and robin disappears from sight. Do not be alarmed, he is not far away. He has only taken shelter among the thick branches of the evergreens and will come forth jubilant as ever when the storm has passed.

Where does he build his nest? Of what does he build it? How many eggs are laid in the nest? When does he sing best? What is he looking for when he hops around on the lawn?

APRIL.

LESSON I.

With the coming of April days we look for showers that shall waken the sleeping plants, and bring us an abundance of flowers both in the garden and wildwood.

It is not well to form a habit of complaining about the weather. The storm is as necessary to Mother Nature's plan as the sunshine. Children taught to see the beauty in a rain storm, and helped to understand how much good it does, will recognize the wisdom of accepting all weather as wisely ordered for our best good, and if we accept it with all cheerfulness our lives are sure to be happier.

Try to make the stormiest days the pleasantest ones in the school-room.

The sunshine is so often mingled with the April showers that we may expect to see the rainbow some day spanning the eastern sky of an afternoon. This affords an opportunity for stories of the rainbow, such as "The Pot of Gold," the "Building of the Ark" and others.

Color gives pleasure to the eye. The colored sticks may be used to lay pictures of the rainbow on the desk. Assorting bits of colored sewing silks is a good training for eye and fingers. Sing the song, "How the Rain Comes Down," while fingers imitate the sound of pattering drops on the roof.

Look for the rainbow colors in the drops of water clinging to the twigs after a shower when the sunshine strikes them.

Teach the orderly arrangement of the colors in the rainbow, and look for the first putting forth of early plants and flowers.

This is one of the most attractive pages of the chart and should be treated with care.

LESSON II.

The eyes of the country children are quick to find the first Pussy Willow, and no exertion is too great that secures a bunch for teacher's desk.

Wild flowers are eagerly sought for the same purpose, and no matter how secluded the place where the hepaticas and spring beauties first appear, the children are sure to search them out. One wild flower foretells the coming of many more. Even the dandelions scattered like gold along the grassy places come in for a share of the children's affection.

Stories and legends of flowers are a part of the school-room's daily talk from this time on, and the very youngest will be glad that they have a portion all their own in this lesson of the chart. Teach the names of all the wild flowers and those of the garden as they bring them to you day by day.

LESSON III.

Froebel's birthday is becoming a day generally celebrated in all primary schools as well as in the kindergarten. The teacher of the country school is no less privileged if she will only do the same. Surely we may well do honor to one who has done so much for education. The story of his childhood in the German forest, watching the builders day by day, holds the rapt attention of every little one that hears it.

His life among the trees and birds, his love for flowers and little children has a wholesome

effect. Wreaths about his picture, and flowers for every one, while they play the games he loved best is the celebration he would desire more than any other.

The mother hen with her little ones, emphasizes his great stress on the mother's love and protecting care, while it bids us ever to be kind and gentle to the creatures God has made.

As nothing in the world is more beautiful than childhood, so nothing is too beautiful or too good to aid in its development. The Easter time holds a place that must not be overlooked. The chrysalis, the sprouting seed, the bulb prepared for this time are all significant of the new life. To the melody of Easter bells and the harmony of Easter music the child heart is most responsive.

SPRING.

The little birds fly over,
And oh, how sweet they sing ;
To tell the happy children
That once again 'tis spring.

The alder by the river
Shakes out her powdery curls ;
The pussy willows blossom
For little boys and girls.

And buttercups are coming
And scarlet columbine ;
And in the sunny meadows
The dandelions shine.

And just as many daisies
As their soft hands can hold,
The little ones may gather
All fair in white and gold.

Here blooms the warm red clover,
There peeps the violet blue ;
Oh, happy little children !
God made them all for you.

—*Grace Mallery.*

MAY.

LESSON I.

Whose heart has not thrilled with delight on receiving a dainty May basket sweet with wild violets and softest green moss, or set with feathery ferns and glorified with primroses or cowslips? It is one of the prettiest customs of children's folk-lore, and we may well seek to perpetuate it for future generations.

Oft-times the dearest part may be the assurance from the blushing little giver that "I made it all myself." Where kindergarten occupations

are in use, desirable little baskets can be formed with the folding papers that answer the purpose when others are not at hand.

Usually the first week of May finds the orchard all in bloom. How we love the apple blossoms! Its pink and white coloring is pleasant to the eye, its perfume is grateful to the sense of smell. Insects hum among the branches, and here and there the delicate petals float upon the air.

Encourage the children to have gardens of their own, to plant a tree for Arbor Day, and to tend and care for it themselves.

The activity of children can be so directed in these ways that the encouraging word should never be withheld. A plat of ground in the school yard, prepared by the united efforts of teacher and pupils, wherein seeds that grow readily should be planted, and the children held responsible for weeding and watering, will yield pleasurable results.

LESSON II.

If we take a May walk in the woods we shall doubtless find the wake-robin or trillium that tells us with its snowy blossoms "All the birds are back again." If, from day to day, we have noted the coming of the birds from the time of the advent of robin and bluebird, we have a

fair acquaintance with our feathered friends. Perhaps some morning it was the note of the oriole singing to its mate, as they repaired, in a cheerful sort of way, the abode of last year. We have found the phebe's nest hidden under the bridge, and watched the wren rebuilding in the bird house. We have found the ground bird's nest in the meadow grass and heard the rollicking song of the bobolink as he flew above our heads. The swallows under the eaves of the barn are the real home makers, while the tiny ball-like nest of the humming bird is warmed by the same mother love.

What bird builds the nicest nest? What bird builds near our dwellings? What one builds a hanging nest? How shall we show ourselves the friend of the birds?

To create an interest is the main thing; ways of presenting the lesson will readily suggest themselves when the subject is as vitally interesting as this.

LESSON III.

The boy with the new fish-hook and line, may be more interested in that than in what you have to say, some fine morning in May.

What will you do about it? Take it away and put it on your desk and reprimand him so

severely that he will hate you the rest of the summer? That is not the wiser way. To win the boy's affection and loyalty you must love the things that he loves; only through these can you reach the forces that are to mold his character.

Spend a morning or more talking of the little streams that begin with the springs far up among the hills, where the birds of the wood come for their morning bath, and tiny water-loving plants set their roots along its edges. Farther down in the pastures the little streams join hands with others and together they form the larger stream that hastens through the land, turning mill wheels, dashing over rocks, spreading out in deep shadowy pools, where tall trees reach their branches across, shutting out the sunlight. Fishes glide in and out among the smooth pebbles. This is the lovely spot well known to the boy with the hook and line, and where he loves to come.

What kind of fish do we find in these streams? Where is the fish in the winter? How many kinds of fish have you ever seen? Sing, "Give, Said the Little Stream."

Conversation of this character should precede the presentation of the chart lesson. Quick recognition of the thing talked about awakens ready expression.

JUNE.

LESSON I.

All hail the fairest month of the year! With bird songs and the voices of rippling streams to gladden our ears, with a wealth of flowery fields and waysides to cheer the eyes and heart, with luscious berries to satisfy the taste, this queen month of the year pours forth her lavish gifts to all. Sunrise comes early and the longest, rarest days of summer are ours for work and play.

The children with the year's training of eye, and ear, and heart, have noted with quickened observation every new phase of nature from day to day. The soft grass under their feet, the fluttering leaves over their heads, have each a message. The home of the bird is watched but is unmolested. Birds are called each by their own name and crumbs are scattered for their comfort.

The gentle hand protects the hovering insect, while wantonness and cruelty are replaced by kindness and love,

June is the supreme month of flowers. The humblest school-room may bloom as a bower with the children's gatherings. The buttercup scatters its yellow gold freely through the

meadow. We study its curious leaf so like the crow's foot. Daisies whiten hillsides and wave in the summer breeze. We find new flowers every day. How easy then to put our thoughts in words, of these dear flower friends.

LESSON II.

Down among the clover blossoms some one is busy. Hum, hum, hum, we hear him going from flower to flower. This is the honey bee's market place and he will go away well laden. White clover for the honey bee, crimson for his sturdier brother the humble bee.

See the bees come back to the hive and unload their burden. What a wise queen and how loyal her subjects. The bee can tell us many things as we watch him in his tireless work. Do bees ever play? Do they ever rest? Where may we find the wild bee's nest? What do they call the lazy bees?

LESSON III.

Surely there must be a field lesson or two in June, when by the roadside we find the sweet briar rose awaiting our coming. Doubly sweet is she since leaf and flower exhale a fine perfume. Her cousins of the garden, gorgeous in rich coloring nod over the wall a graceful rec-

ognition. What can be fairer than the rose garden in June? Red and yellow, pink and white ones grow side by side. Summer's first fruit is the gift of June. A starry white flower creeping low among green leaves foretold its coming, and lo, ere we are aware the strawberry blushes scarlet at our feet in the well kept garden bed. How pleasant they are to the taste, and for this fine fruit we praise our gracious month of June.

The wild strawberry roves along the green slopes and through the upland meadows. We may fasten some large green leaves to form a basket and heap it high with the clustering stems.

O month of June thou bringest rare gifts to all the little children! It is ours to teach them to look and to listen, to love and be glad.

“ June is queen among them all,
Roses blossom at her call;
All her paths are strewn with flowers,
Through the long, bright, sunny hours.
Lovely June; with gentle hand,
Scatter blessings o'er the land;
Paint the roses white and red,
While the pansies in their bed,
Open wide their sleepy eyes.
June has such a happy way,
That the neighbors always say,
Come again another day.”

REVIEW.

That each pupil knows every word of the chart at the end of the year is not the most important consideration. That all have been vitally interested in what they have read is of greater consequence.

If the children have learned to see the real things in life, to notice the flower of the field and the bird of the air; if they have begun to think intelligently, observe keenly and tell their thoughts and observations clearly, the teacher may count her work fairly successful.

The names of the months should be familiar at the end of the year, and characteristics of each be readily given.

It is hoped that the occasional poems and memory gem at the close will be given to the pupils, and any others of similar import, the liberal mind of the teacher may find appropriate.

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